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ABSTRACT

The role of Ethiopian elementary school teachers in curriculum development and implementation was studied in twelve government schools in Addis Ababa through a questionnaire. The responses of 110 teachers were given to questions concerning the involvement of teachers in curriculum development, their relationship with the curriculum development center, their participation rate in curriculum development, the justification and criteria for teachers' involvement in curriculum development, strategies for implementation of curriculum changes, and problems encountered in implementing the curriculum. Eighty-two percent of the teachers stated that they had not been involved in the development of curricula. No efficient communication was found among the curriculum development centers, teacher training institutes, and the teachers. Sixty-three percent of the teachers reported that the most serious problem in curriculum implementation was that materials were not sent in time, or that teachers were not informed of their arrival. While teachers were recognized as the sole implementors of curricular change, they received little or no orientation on innovations. Recommendations on the basis of the findings involve improving communications, strengthening preservice and inservice curriculum training, and increasing permanent high quality staff at the local curriculum development center. The questionnaire is appended. (JD)

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African Studies in Curriculum Development & Evaluation

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No. 11

YIGZAW FEREDE:

THE ROLE OF ELEMENTARY SCHOOL TEACHERS IN CURRICULUM DEVELOPMENT AND IMPLEMENTATION IN SELECTED GOVERNMENT ELEMENTARY SCHOOLS OF ADDIS ABABA

ACC Project

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The Role Of Elementary School Teachers In Curriculum Development And Implementation In Selected Government Elementary Schools Of Addis Ababa

CHAPTER I

1. INTRODUCTION

The processes of curriculum development and implementation are extremely complex tasks. They require many kinds of competencies in different combinations at different points of work. These competencies need to be organized into effective working team, so that all resources are made available. Who should be involved and at what points? What should be the roles of administrators, curriculum specialits, teachers, community leaders and students? To develop an adequate use of the talents of all concerned in curriculum development and implementation, it is necessary to involve them in all stages of development and implementation. However, not every type of competency is relevant at every point of curriculum development and implementation. Not every one needs to participate in everything. But on top of this curriculum development and implementation require teamwork. Considering this importance issue, (Hilda TABA, 1962 p. 456) states that:

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> "teamwork is more than simply cooperating in groups. It involves planning and streamlining many kinds of competencies so that they can complement each other. Teachers have an expertness which needs to be given due attention in curriculum planning. Cooperation is not merely working together - it needs to be a true meshing of ideas, approaches, insights and skills. Creativity depends on this meshing - and inventiveness is a much needed quality in this process."

The above quotation verifies that the processes of curriculum development and implementation demand more than the efforts of the specialists. In Ethiopia, the curriculum which had been developed before the eruption of the Ethiopian Revolution in 1974 without the direct participation of teachers was entirely outside the experience of the Ethiopian child, having been designed on the basis of alien culture. The elementary school teachers had not been invited in the development process, as the result of which the implementation process was ineffective.

2. THE PROBLEM

Statement of the Problem

The salient problems which lead any curriculum to be less successful at the development as well as at the implementation stages include:

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A. Lack of Insight on the part of the curriculum development center to make elementary school teachers participate in curriculum development.

B. The absence of initiatives from elementary school teachers to participate at all stages of development.

C. The wrong notion that the participation of teachers in curriculum development relegates the importance of the position of the curriculum developer.

Therefore, the main focus of the survey was to examine the roles of elementary school teachers in curriculum development and implementation; problems involved, to comeup with practical recommendations that may provide possible solutions as to how to involve teachers in curriculum development and implementation.

3. SIGNIFICANCE OF THE STUDY

Right from the time of the establishment of our curriculum development center the involvement of teachers in curriculum development and in effective implementation has been a public concern. Especially curriculum experts and educationalists have expressed their concern on how to

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involve teachers in curriculum development and make them effective implementers.

In developing a curriculum, the curriculum developer should not do it alone because education is a basic concern of every citizen. The system for planning and implementing curriculum must therefore employ the informed opinions of teachers, the needs of the pupils, the aspirations of parents and the expectations of the community. On top of these, the involvement of elementary school teachers at all stages of curriculum development and implementation is crucial. Therefore, the significance of the study is based on the following rationales: Firstly, teachers are the right people who can make dependable suggestions on what must be included in the curriculum. During this effort a study of what improvement is needed in the curriculum is made. This investigation may also include among other things, a better understanding of the nature of students and new teaching-learning methodologies. Since teachers are very conversant with what happens in schools and in the society, they can assist in identifying the type of educational experiences appropriate in preparing the child to be a fitting and contributing member of his society.

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Secondly, teachers should be involved in the development and implementation process for they are also the sources of objectives of any curriculum.

Thirdly, teachers involvement is highly required in the development of curriculum materials. This duty deals with the preparation and production of teaching, learning and evaluation which include textual materials and teachers' guides. The need for the involvement of teachers is arising at present, this in addition testifies the importance of the survey to date. Finally as no research has been done before on the problem, it is the researcher's belief that it will be a dooropen to further investigation.

4. BASIC QUESTIONS:

The survey focuses on the following basic questions.

A. Who should be involved in curriculum development and implementation? and at what stages?

B. How can the curriculum development center ensure elementary school teachers' participation in curriculum development and implementation?

C. What are the inherent problems that prevent elementary school teachers from participating in curriculum development and effective implementation of the curriculum?

D. How would teacher trainers and curriculum development center coordinate their efforts to make the elementary school curriculum functional?

E. What are the major techniques which increase the participation rate of the elementary school teachers in curriculum planning and in effective implementation of the curriculum?

5. LIMITATIONS

This study is not without its shortcomings. The time factor has compelled the writer to limit the study only to the twelve selected government elementary schools of Addis Ababa. Another limiting factor was that many of the teachers were reluctant to respond. Related literatures on the same area were very limited. Furthermore, getting information from school directors, supervisors and curriculum experts through interviews was difficult, if not impossible.

6. DELIMITATION

The survey is delimited to the twelve selected government elementary schools of Addis Ababa. Three schools from each zone are selected: north, south, east and west zones. This was done to get a representative sample from

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each zone and information from each school. A questionnaire as instrument of data collection was administered to teachers only.

7. DEFINITION OF TERMS USED

Elementary Schools, the term as used in this study, covers all grades upto and includihg six, that is, grades one to six.

Government Schools, those schools that are financed, controlled and supervised by the Ministry of Education of the Ethiopian Government.

In addition, according to Gterry Page and JB Thomas, International Dictionary of Education the following definitions are given.

Curriculum Development, course of action designed to produce a structured set of learning experiences.

Curriculum Implementation, implies taking specific steps to ensure that the curriculum developed reaches and is used in schools.

Curriculum Development Center, a unit, possibly part of a Ministry of Education, making curriculum materials and teaching aids for use in preparing courses of study.

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Teacher Training, professional training of teachers, usually consisting of course work combined with supervised practice teaching and also in-service courses.

Awraja Pedagogical Centers, according to the Curriculum and Supervision Department's definition, Awraja Pedagogical centers are institutions established to facilitate the art and science of teaching.

8. RESEARCH DESIGN AND PROCEDURE

A. Method of study (type of research). The study includes both primary and secondary sources. It is descriptive in nature, concerned with describing and finding out the state of teachers involvement in curriculum development and implementation. The data were collected by surveying the reactions of the selected elementary school teachers of Addis Ababa.

B. Source of Data. The source includes a library work for related literature, and information gathered from questionnaire which was filled out by teachers. The curriculum experts, directors and officials from the Ministry of Education were interviewed by the researcher to obtain adequate information.

C. Population and Sampling Method. The target population is the Addis Ababa elementary school teachers. Due to

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time and financial constraints, the entire population could not be reached, therefore the sample has been reduced to 120 teachers by random sampling technique. (i.e. three schools from the four zones and ten teachers from each school).

D. Instrument of Data Collection. Questionnaire and unstructured interviews are instruments of data collection used for the research. The questionnaire has three sections. The first section is designed to find out the background of teachers. The purpose of section two is for obtaining relevant information on the role of teachers in curriculum development. The third section deals with teachers role in effective curriculum implementation.

Since the medium of instruction in the elementary school is Amharic, (Ethiopian official language) the questionnaire was prepared in Amharic and then translated into English. The draft was given to experts for validation and reliability estimation. This was to check the clarity and relevance of the questionnaire as a valid tool for gathering data. After the necessary corrections, the questionnaire was filled as a tryout by a selected group of teachers. Again some of the items were improved and the questionnaire was prepared in a final form.

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Interviews were conducted with four supervisors, five school directors, one official of the Addis Ababa Schools office and the head of the Curriculum and Supervision Department. Basically the interviews were unstructured. The interviews were held in order to secure facts, views and reactions from different angles.

Since 1971, the researcher has served in the Ministry of Education in a variety of positions as a teacher, school director and currently as supervisor expert. This personal experience, therefore was used, in place of detail information which could not have been obtained otherwise.

E. Instrument of Data Processing

The responses of the 120 teachers (respondents) is tabulated and the result was presented in percentage. The processing and presenting of findings is descriptive.

9. ORGANIZATION

The rest of the research is organized as follows: Chapter II consists of "Review of the related literature. Chapter III contains report of the findings. Chapter IV is allocated for the summary, conclusions and recommendations part of the research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Although literature related to the "Roles of Elementary School Teachers in Curriculum Development and Implementation" is limited, pertinent information on the topic has been selected and included in this research. This chapter is divided into five sections:

1. Historical background and present status of the curriculum development center.
2. Have Elementary School Teachers' Training Institutes concerned themselves with orienting Teachers to participate in Curriculum Development and Implementation?
3. The Role of Elementary School Teachers in Curriculum Development.
4. The Role of Elementary School Teachers in Curriculum Implementation and Evaluation.
5. Preparation of Teacher For Effective Curriculum Implementation.

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1. Historical Background And Present Status Of The Curriculum Development Center

The ousted-feudo-bourgeois regime had used the education system for the benefit of its supporters - the reactionary classes. The content of the curriculum was highly academic and as a result there was little attempt to train productive citizens. In fact the system encouraged the development of negative attitudes towards labour so that students despised the traditional handicrafts, ways of production and productive culture as a whole. The methodology employed was poor. The spirit of inquiry and research was missing. Creativity and the feeling for self-reliance was not motivated.

The system of evaluation encouraged memorization and rote learning. Evaluation was in fact a means for the so-called selection of the few who were to serve the regime in its organizational activities. In brief this was the educational situation when prior to the eruption of the Ethiopian Revolution. At the same time, however, there were curricula, text books, teachers' guides and other educational guidelines and instructional materials which were reflecting the feudo-bourgeois system and had to be replaced gradually that could correspond to the educational demands of the Ethiopian people and to the ultimate cause of the revolution. This, indeed, was the action taken in

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September 1974 when teachers, university lecturers, agriculture, technical, vocational and home-economics, administrators and curriculum development experts were recurited for the job.

According to the official release of the curriculum and Supervision Department, Ministry of Education, February 1981, embarking up on the task of curriculum development and implementation at the start of the revolution was not an easy undertaking. Neverthless, much has been done so far with regard to text books production and instructional materials preparation.

Another phenomenon that has been initiated in 1980 was the introduction of general poly-technical education in grade one of twenty five experimental schools. Workshops and seminars were conducted for teachers of grade 1 pupils and this has helped in reorientating them with the new materials. Besides, the Ethiopian Curriculum and Supervision Department has been made member of ACO,(African Curriculum Organization) SEPA (Science Education Program For Africa) and ASSP (African Social Studies Program) enabling it to participate fully in African Curriculum Development activities. Currently the curriculum development center is preparing new curricula, text books, teachers' guides audio-visual aids by organizing experts into subject area panels as shown in the following chart.

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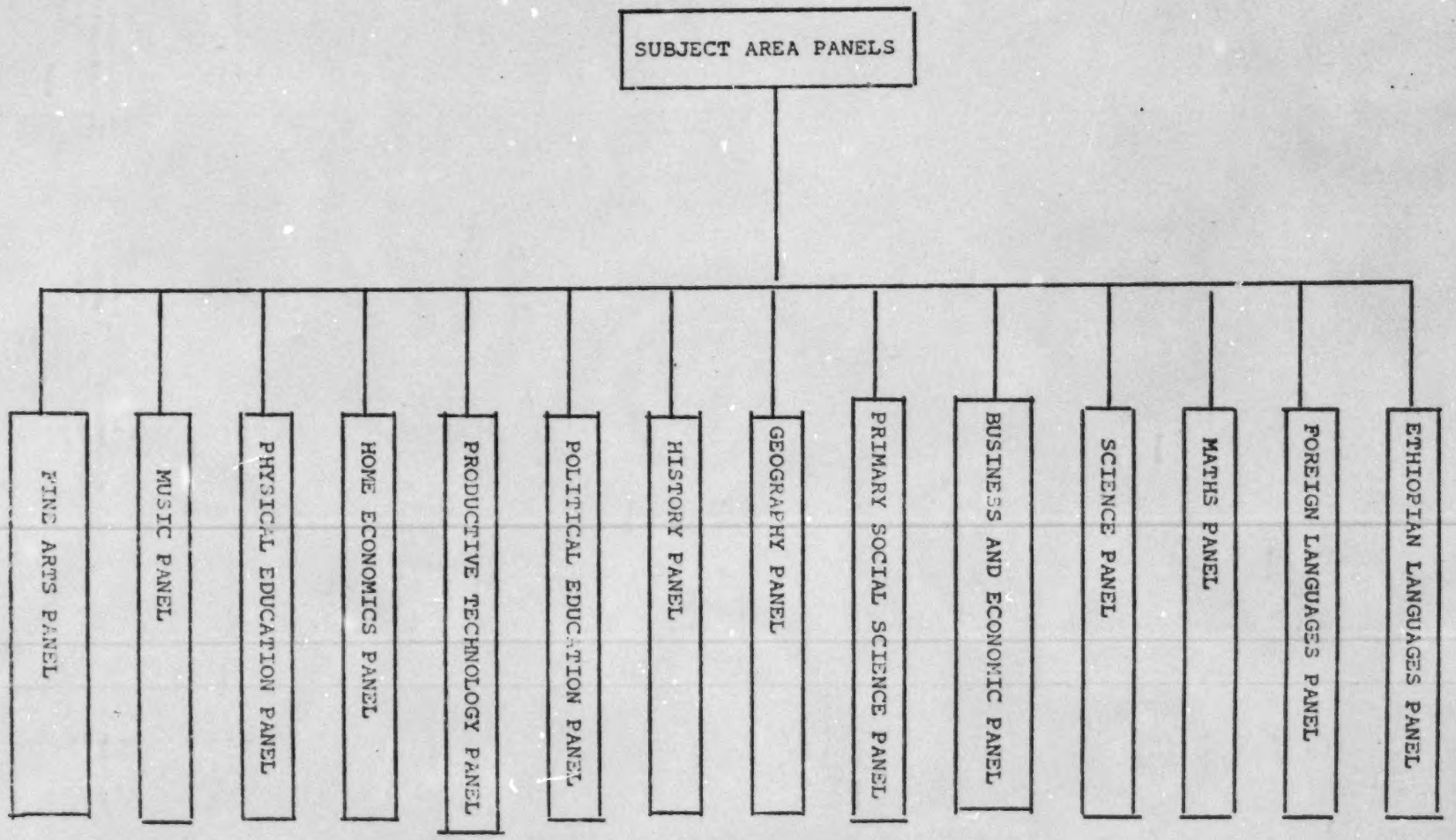

Source: Curriculum and Supervision Department.

2. Have Elementary School Teachers' Training Institute Concerned Themselved With Orienting Teachers To Participate In Curriculum Development And Implementation?

The teacher training objectives first merged into secondary school objectives and then later became over powered by academic curriculum content. The original teacher training curriculum was lost sight of and students were taught an academic secondary curriculum mainly by secondary school teachers many of whom have never taught in either a teacher's college or in an elementary school. They knew little of subject methodology as applied to the elementary grades and less about educational psychology. Such institutions obviously produce teachers who are less capable of fulfilling the obligations of the teaching profession.

A major change came in 1964 when it was decided to standardize teacher training policy. A regular two-year programme was provided for students who no longer are secondary school students. The trainees were offered vocational and professional courses. Neverthless, the curriculum of the teacher training institutes has not been incorporated into the elementary school curriculum. This clearly testifies that the curriculum development center

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was forced to develop curriculum for teachers which it does not know at all. Similarly the teacher training institutes have been producing teachers to implement the curriculum which they are not fully aware of. Two things can be deduced from the above serious problem. The first is that there was no coordination between the teacher training institute and the curriculum development center and the second is that teacher training institutes have not made an attempt to orient teachers to participate fully in curriculum development.

Accordingly in 1977 and in 1978 two successive workshops were organized by the Teacher Education Department and the Curriculum and Supervision Department. Even at this time curriculum experts were not actually involved in the planning. This again means that the teacher training curriculum has not been considered as an integral part of the elementary school curriculum. One of the main problems associated with the curriculum is the apparent lack of correlation between what is taught at the institutes and what students are required to teach in the schools when they graduate. To this effect the 1972 Teacher Education Report (1972, p. 28) notes with great concern that:

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> "the teacher training Institutes train students in all subjects in line with Ministry policy. When they graduate they are fully qualified to teach rural science and physical education and any other practical subject in the elementary school. They are trained to be general practioners or self-contained teachers, yet when they report to their schools many of them are assigned to teach as specialists in a narrow academic range, and the practical and functional subjects are frequently neglected."

This clearly shows that there was and there is still a great disparity between the teacher training curriculum and the elementary school curriculum.

Students at the Teacher Training Institutes now are trained to teach the practical skills and adapt the curriculum to the needs of the community. The problem lies in the application of the new ideas in the classroom. The elementary school compounds testify that the absence of school gardens, and vegetable plots and tree plantations or poultry houses or beehives impede teachers from making the elementary curriculum practical.

Realizing the necessity for interdependence, the teacher training institutes and the curriculum development center have started working together. In 1980 the two departments worked out the syllabus of the teacher training

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programme. This is in fact a breakthrough in the educational planning of the Country. However, this should not be regarded as involving teachers fully in curriculum development.

3. The Role Of Elementary School Teachers In Curriculum Development

Educational innovation remains paper work without the active cooperation of the teacher. In some cases innovation may originate in the classroom which will later help the specialist in his curriculum planning. In that case, the curriculum developer will be obliged to involve the teacher in all innovatory stages.

When considering the potential role of the teacher in curriculum development Robert H. Beck et al. --(1960, p. 8) write:

> "the personalities of the teacher must be included in the curriculum. In fact, the whole community - and beyond that the total culture - affect the children and, to the extent that they do are part of the curriculum."

The authors continue to say that:

> "to begin the planning of curriculum in any modern elementary school, it is necessary to look at it in light of:

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1. the objectives that society hopes to gain by establishing schools.

2. the available methods and tools of learning that can be made use of by teachers.

3. the nature of the children, with all their complexities and differences who are to be educated."

Therefore, in which people join into groups and function as group members in learning situations is also highly significant in planning the curriculum. When considering the potential role of the teacher in curriculum development, however, one factor remains of vital importance. Innovation may represent both a criticism of the teacher's existing practices and threat to his position as a teacher yet innovation cannot be implemented without his cooperation and support. The willing participation of the teacher can be achieved by involving him in the development process, so ensuring that he becomes both agent and instrument.

Since curriculum planning involves the development of content, methodology and structure of subject syllabus, teachers may be associated with specific activities as individuals or as members of larger groupings. Of course the contribution which they are able to make will be related to their education philosophy and professional competence.

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Teachers, therefore should maintain appropriate attitudes, which will enable them to be effective participants in curriculum development.

If teachers are to achieve full participation in curriculum development, their participations should be on the basis of equality. Economically, it will be very hard for a curriculum development center to invite all teachers for the development process. To materialize this noble role, Gwyn, (1960, p. 70) writes that:

> "Teachers can elect their colleagues and accellerate the task of curriculum development effectively."

The teacher has an important role to play in curriculum development and planning field trials. The teachers through their representatives also undertake investigations, experiments and preliminary evaluation of results.

The success of curriculum development activities depends on cooperation of three kinds of agents, namely, the facilitators, the operators and consumers. An appropriate balance must be established among these parties, allowing full participation of teachers. When planning the introduction of new curricula and syllabuses the use of pilot projects and trials should be considered. This give

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teachers the opportunity to participate actively in the initial stage and give them a feeling of being a part of the curriculum development group.

The class room teacher is the one who sees the child's interaction with the children in his class. Being closely associated with parents, the teacher is the person who knows their aspirations, their excepectations and the kinds of experiences they have provided for their child. From direct observation cummulative records, objectives and teacher - made tests, the teacher is the one who can disagnose the child's academic needs and evaluate his achievement. The classroom teacher, then, must be the chief designer of the curriculum. This is in no way negates the systematic curriculum planning by members of the curriculum development center. Rober S. Fleming (1963, p. 27) writes that:

> "to ensure high quality and consistency, it is to be expected that in any given school district there will not be a laissez-faire situation in which the curriculum is completely decided by each individual teacher."

Another rationale, testifying the role of elementary school teachers in curriculum development is the social scene which should be reflected in planning curriculum experiences. In line with this Robert S. Fleming (1963, p. 31) states:

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> "the curriculum should take into account the social setting of the children in the various schools. Unless Children's background is taken into account in planning the curriculum, children's experinces included by experts only will be completely alien to them. The importance of the social scene in curriculum planning is pertinent beyond its significance to individual children."

If this is not done properly by the involvement of the teacher in the initial development, the curriculum will be based on concepts outside the life experiences of the children that they seem to lack intelligence in dealing with them. The social setting does not become the curriculum, but the curriculum must reflect the vital problem affecting children in a given community at a given time.

The modern curriculum reflects may disciplines. This undoubtedly calls for the full participation of teachers in curriculum development. The changing concept of curriculum considers the child himself, his capacities, his needs and his interests in relation to selected experiences which will foster his growth. This encourages the curriculum planner to involve the teacher who has a deep knowledge of child growth, development and learning theory so that planning of curriculum will be consistent and applicable to all learning-teaching situations.

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It should be noted that the involvement of elementary school teachers in curriculum development is relative. Also the degree of involvement varies from country to country depending on the socio political conditions of the country. In connection with this Arich Lewy (1977, p. 8) writes:

> "programmes may differ with respect to the role played by the teacher in their development. Some programmes are arranged so as to provide the learner with such clear guidelines that they can almost be used as self instructional material. In other programmes the teacher is expected to assume greater responsibility for explaining the materials and structering learning activities. Another difference that may appear concerning the role of the teacher is in the degree of teacher participation in the programme development."

This is what is required in any curriculum development task. This characterstic feature of the involvement of teachers in the initial stage of curriculum development in Ethiopia is lacking. Some programmes are fully developed by a curriculum team and the teacher is required only to use and interpret the programme for the student. In such case: the teacher assumes the role of mediator between student and programme since without the help of the teacher the student cannot achieve the goals of the programme. Other programmes are semi-structured, or even unstructured. Frequently the teacher may be required to gather additional

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material in order to supplement what is provided in the programme itself. In this way the teacher becomes a partner or a co-worker in the process of programme development.

With regard to the involvement of teachers in planning the curriculum, Lewy, (1977, p. 247) writes:

> "A curriculum center does not have any legal or moral right to impose a new programme on teachers. Curriculum centers are entitled to suggest educational programmes only if their work reflects values prevailing in the society and also represents consensus concerning proposed goals. Curriculum development centers should invite teachers to participate in the initial stage of development in order to get first hand information about social needs and values."

This makes the implementation stage effective. Such democratic involvement of teachers in curriculum development is a necessary precondition for its success. If teachers fail to accept the basic philosophy upon which a curriculum is built one can hardly expect that the curriculum will be properly implemented, and the need for re-orienting teachers in line with the basic philosophy of curriculum development is felt.

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4. The Role Of Elementary School Teachers In Curriculum Implementation And Evaluation

Implementation of a curriculum involves a series of inter-related tasks. The teachers and other programme users must be prepared, programme materials must be produced and distributed. Generally speaking, before a programme is put into practice proper dissemination of ideas has to be made; to prepare the teachers to adapt the programme, understand what it involves and why it is significant. This is important because no curriculum can be interpreted into practice adequately without support from active teachers at different levels.

For implementation of a curriculum, a workable strategy based on the objective conditions has to be devised. Once proper situational analysis in which the curriculum is to operate have been made, then the process of implementation can follow. Implementation not only involves the introduction of a new programme into a system, but also assumes the making of evaluation and appropriate follow-up. To this effect Hugh Hawes (1979, p. 119) writes:

> "In the simplest analysis, the task of curriculum implementation can be said to involve two main processes: first changing

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> attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, parents and ultimately learners; secondly providing the materials and administrative means to make this possible."

A programme is only ready for implementation after going through different stages of development. The first step is the phase of decision making or policy formulation which is usually made at the top and is a political decision; the phase of research and study; and the phase of material development and production. Then comes the phase of implementation whcih is primarily the task of teachers. This task involves the identification of the roles of education in achieving the goals set.

Among these development steps that are essential, the training and retraining of teachers in conjunction with the preparation of support facilities are very crucial for curriculum implementation. Hugh, Hawes (1979, p. 119) confirmingly states:

> "implementing a new programme involves acquiring a new knowledge and attitude to learning uncomfortable to an insecure teacher."

Orientation about the curriculum to the teachers through pre-service is a pre-condition for effective

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implementation. To this effect Hugh Hawes, (1979, p. 131) states:

> "the implementation of a new programme in schools does not only depend on the retraining of teachers, but also on the attitudes, knowledges and skills fostered during initial training."

However, this does not mean that teachers should not be in-serviced for implementing the programme effectively. In-service training has proved to be the most effective means of updating teachers' qualifications enable them to cope with the demands of innovation in curriculum implementation.

Although teachers are directly involved in implementing the curriculum into actual teaching-learning situations, other programme users must not be over-looked. These include the inspectors, administrators, the learners and parents. Without their common agreement of thought, the implementation process will be unfulfilled. When one refers to the Journal of the Nigeria Education Development No. 1 Vol. 1, 1980 about the involvement of the concerned - so far very little has been done to assisst educational administrators to implement the curriculum. These people, undoubtedly must be equally involved like teachers for they

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take crucial policy decisions under intense, political, economic, social, religious and cultural pressures. They need reliable data, analysis of trends projections of development, alternative proposals, without which policy decisions would behaphazard and unreliable.

Successful implementation of a curriculum takes more than the preparation of its users and supportive materials. Proper evaluation is also essential for its success and strategic operation. It is not enough for the evaluation to be carried out by the experts alone. Evaluation should be carried out continuously and co-operatively by all people concerned. Teachers should be encouraged to evaluate themselves, their pruposes, feeling satisfactions. They should consider their own assessment of the materials used, their assessment of children's responses and their assessment of parent teacher relationships. In so doing the teacher who is the person having first-hand experience with all persons and materials involved, is in the best position to apply appropriate evaluative techniques.

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5. Preparation Of Teachers For Effective Curriculum Implementation

The preparation of programme users is indeed an essential element in bringing about success in promoting education programmes in any country.

The programme users in this issue are teachers, (trained and untrained). The teachers have at one stage or another got to be involved in using a programme that has been produced for implementation.

Seminars and workshop for trained teachers are essential. Such workshops and seminars have to be relevant to the programme that will be implemented. The need for short-term and long-term seminars for in-servicing teachers is also indispensable. There can be a lot of expenses incurred but in order to cut down the time, week-end courses are also recommended as a good way of having programme users informed of the programmes in question.

The preparation of programme users should be co-ordinated by the curriculum development centers which should also make certain that the Inspectorates in the field are fully involved in the various seminars and workshops intended to educate the teachers.

It may be assumed that any curriculum theory in its initial stage of development is a new innovation in educational

.../30

system. It is a new educational programme designed consciously in order to attain desired behavioural change in the learners. The new programme will be evaluated during the implementation stage by the teachers.

Tere are a number of techniques that ought to be utilized in order to keep the teachers well informed of the programmes. Pre-service programmes, in-service programmes, workshops, week-end seminars, radio and television, newspapers, transportation and resource centres are among the most important methods that will be used to educate the teachers. According to course five (curriculum implementation) in basic training course in systematic curriculum development the major techniques are discussed as follows:

PRE-SERVICE TRAINING

This simply suggests the preparation of the beginner to participate in the implementation of the programme. A panel which is solely responsible for the development of the teacher training programmes, must work hand in hand with the curriculum development centres. This would enable student - teachers acquire the necessary skills and attitudes which finally prepare them for the complete execution of the programme. This means that

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all teacher training colleges must coordinate their plan of work with that of the curriculum development centres.

IN-SERVICE PROGRAMME

This programme accommodates all teachers who have not passed through the formal teacher training programme and who for one reason or another are resistant to change in the educational system. The purpose is to prepare teachers in order to acquaint themselves with the new programme. This programme can be conducted at Provincial, Regional or District level during long vacations. The National In-service programme for teachers is also essential at the national level.

WORKSHOPS

Workshops can be organized by subject specialists to acquaint the teachers with the application of the new programme in each subject. This can again be organized at Provincial, Regional and District levels. During these workshops the teachers have to be educated as to how these programmes have been initiated and how they can be implemented. The expected outcomes of the programmes have to be made known to the teachers. In so doing, the teachers will be clear of what is going on.

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WEEK-END SEMINARS

Representatives of subject specialists or counterparts, can come together and receive the necessary orientation about a new programme and in turn give the same orientation to teachers at the school level. If these week-end courses are organized well, the running costs of such seminars may be cut down to a minimum. Teachers who are selected, will usually come from schools within the vicinity of the week-end seminar centres.

RADIO, TELEVISION AND NEWSPAPERS

The students and the community can be prepared to adapt the new programme into their own environment without jeopardizing the general requirement if they are made to know all about the programme prior to the implementation stage of the programme. In using such media as radio, television and newspapers, the authority concerned with educating the teachers, should not overlook the importance of educating them on what is expected of the programme concerned through the various media.

The various national magazines/newspapers should be utilized to the full in order to at least make sure that the message concerning the programme is communicated to the teachers.

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TRANSPORTATION OF PROGRAMME MATERIAL

It is essential that the programme materials are sent to teachers in time so that the programme is run as scheduled. The transportation of school equipment is fairly a common problem in various countries in Africa; in that, school equipment does not reach some schools at the time the equipment is required or worse still, the equipment does not reach the schools at all.

Hugh Hawes, (1979, p. 136) writes that there is a similar wide variety in the scale of teaching and learning equipment made available to schools by central or local authorities; the type and efficiency of supply and distribution mechanism in developing countries seem universally inefficient; difference in attitudes and capabilities of communities to help in the provision of services or equipment to schools or individual children; the initiative and morale of teachers; the richness or poverty of the school environment.

Hawes is cautioning the reader about the inefficiency of bureacratic distribution systems found in various countries. With this view in mind, the curriculum developer has to devise good systems of distributing school equipment and materials.

RESOURCE CENTRES

The existence of these centres is also another factor that will help prepare the programme users. In many areas in our African countries, teachers do not have the opportunity of getting teaching materials, reference books, etc. from a near by Resource Centre. A Resource Centre is useful in that various teaching/learning materials are available for use by teachers and students. Ingram, (1979, p. 45) discusses Resource Centres and gives the meaning of a Resource Centre that it includes the staff of the school library, audio-visual and facilities, equipment, work materials, school accommodation and furniture and provision for learning in the environment and community.

It is this extensive use of every available resource for learning which brings the idea that teaching is the integration of every conceivable form of educational provision. In the context of integrated teaching, such provision comprises human, material and community resources.

Ethiopia has 106 Awraja pedagogical centres (APC) which are responsible for the preparation of teaching materials, coordination, research, production of some basic appropriate technological products and the in-service training of teachers.

Teachers will definitely be on good standing if the resource centres are available to them for [illegible] in the preparation, implementation and evaluation [illegible] of the programme in question.

CHAPTER III

Report Of The Findings

This part of the study deals with the analysis of the data sypplied by one hundred and ten respondents. The respondents were asked for their opinion on curriculum.

1. Report On Teachers' Responses On Curriculum Development

In the table below, a clear majority of the respondents, seventy-eight teachers (71 percent) identified that curriculum experts, teachers and community representatives must be the people who should be involved in curriculum development. This proves that teachers strongly believe that the proper and scientific way of developing a curriculum involves the common agreement of thoughts of experts, teachers and community representatives. Twenty-nine teachers (26 percent) indicated that the task of curriculum must be done by curriculum experts and intellectuals only.

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TABLE I

Responses Of Teachers Concerning In Curriculum Development

Who Should Be Involved

Item	Number of Teachers	Percent
Curriculum experts only	3	3
Curriculum experts and intellectuals only	29	26
Curriculum experts, teachers and community representatives	78	71
Total	110	100

Table II shows whether or not teachers have been involved in curriculum development. The highest number of the respondents, ninety teachers (82 percent) stated that they have not been involved. Twenty teachers (18 percent) indicated their involvement. Out of those who were involved, six teachers (30 percent) said that their involvement was through questionnaires. Fourteen (70 percent) of them reported that the involvement was through personal particpation in seminars and workshops.

As regard the reasons for not being involved, eighty-two teachers (91 percent) responded that the main reason for not being involved in the development was that they have not been invited at all. Only three of the teachers mentioned their refusal due to lack of competence, while another five (6 percent) indicated that they don't agree with the idea that teachers should be involved in curriculum development.

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TABLE II

Teachers' Responses Concerning Involvement In Curriculum Development

Involvement Of Teachers				Means Of Involvement			Reasons For Not Being Involved		
Yes	Percent	No	Percent	Union Representatives	Through Questionnaire	Workshop Seminars	Not Invited	Refused	Don't agree with the idea that teachers should be involved
20	18	90	82	-	6 (30%)	14(70%)	82(91%)	3 (3%)	5 (6%)
Total No. of Teachers.... 110 Percent 100%				Total No. of Teachers .... 20 Percent 100%			Total No. of Teachers .. 90 Percent 90%		

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The following table shows the distribution of respondents by stages of curriculum development. According to the responses of the respondents fifty-two teachers (47 percent) indicated that the participation of teachers at the initial stage of curriculum development is crucial. Twenty-nine of the teachers (26 percent) advocated teachers involvement at the implementation stage. Six teachers (6 percent) pointed out that teachers should be involved at the inter-mediate stage. The involvement of teachers at all stages of curriculum development is supported by twenty-three teachers (21 percent).

Furthermore, a significant number of 23 teachers, (21 percent) place teacher involvement in curriculum development only at the implementation stage.

TABLE III

Reactions Of Teachers On Stages Of Involvement

Stages	Number of Teachers	Percent
Initial Stages	52	47
Intermediate Stages	6	6
Implementation Stage	29	26
At All Stages	23	21
Total	110	100

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As shown in the following table, the majority of respondents, seventy-one teachers (64 percent) reported that the most effective way of guarnteeing teacher participation in curriculum development process is through personal participation in seminars and workshops. Thirty-six teachers (33 percent) indicated that selecting experienced teachers to work with experts ensures teachers participation in curriculum development most effectively. Three of the total respondents were of the opinion that teachers' participation in a development task could be guaranteed through their union representatives.

TABLE IV

Responses Of Teachers On Means Of Involvement Of Teachers In Curriculum Development

Item	Number of Teachers	Percent
Through union representatives	3	3
Through personal participation in workshops/ seminars	71	64
Selecting experienced teachers as co-workers	36	33
Total	110	100

.../40

The following table reveals the extent to which teachers should maintain their relationship with the curriculum development center. Sixty-five teachers (59 percent) indicated that they don't have any relationship at all while twenty-three teachers (21 percent) have a loose connection. The remaining twenty-two teachers (20 percent) declared that they have a very close relationship at all stages of curriculum development.

TABLE V

Responses Of Teachers Concerning Their Relationship With The Curriculum Development Center

Item	Number of Teachers	Percent
Very closely related	22	20
Loosely related	23	21
Not related at all	65	59
Total	110	100

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As shown in the following table, ninety-two respondents (83 percent) believed that the participation rate of elementary school teachers in curriculum development can be increased by up-grading teachers in their profession. Nine teachers (8 percent) stated that another way of increasing the teachers' participation in curriculum development is to give more freedom to perform their job by themselves. On the other hand three teachers (3 percent) pointed out that encouraging teachers to play active role in community activities can also be another means. Furthermore six teachers (6 percent) accepted that all are good avenues to increase the participation rate of teachers in curriculum development.

TABLE VI

Responses Of Teachers On The Participation Rate Of Elementary School Teachers In Curriculum Development

Item	Number of Teachers	Percent
Give more responsibility to teachers to perform their job by themselves	9	8
Up-grade teachers in their profession	92	83
Encourage teachers to play active role in community activities	3	3
All	6	6
Total	110	100

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As shown in the following table teachers were asked about their responses on the factors that justify more participation of elementary school teachers in curriculum development. The item, "they are the people who will eventually implement the curriculum" was the most favoured item than any other item. This item was favoured by fifty-seven teachers (52 percent). Thirty-five teachers (32 percent) said that teachers' knowledge on the nature of the environment in whcih children are growing and developing qualifies them for participation. On the other hand, eighteen teachers (16 percent) declared that knowing the interests of children also justifies the participation of elementary school teachers in the development of curriculum.

TABLE VII

Responses Concerning The Justification Of Teachers Participation In Curriculum Development

Item	Number of Teachers	Percent
Know childrens' interest	18	16
Understand learning environment of children	35	32
Eventually implement the curriculum	57	52
Total	110	100

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The following table shows the reactions of teachers on the criteria for teachers involvement in Curriculum Development. Asked on the criteria, ninety-five teachers (86 percent) considered that competence in the subject matter as the basic requirements for teachers to be involved in curriculum development. None of the respondents considered, experience in setting out tests as a criterion. On the other hand, fifteen teachers (14 percent) indicated that popularity and sociability are also criteria for teachers involvement in the development.

TABLE VIII

Reactions Of Teachers On The Criteria For Teachers Involvement In Curriculum Development

Item	Number of Teachers	Percent
Experience in settingout tests	-	-
Competence in the subject matter	95	86
Highly sociable and popular	15	14
Total	110	100

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The following table reveals the respondents reaction on the identification of the important roles of teachers in curriculum development. The highest respondents, one hundred and one teachers (92 percent) stated that identifying the issues that need revision of providing feedback for further improvement must be the primary role of teachers. Nine teachers (8 percent) were of the opinion that teachers' role should be to follow the curriculum strictly.

TABLE IX

Responses Of Teachers Concerning The Rolfes Of Teachers In Curriculum Development

Item	Number of Teachers	Percent
Identification of short-comings, provision of feedback and making consistent follow ups	101	92
Preparation of students for examination	-	-
Following the curriculum strictly	9	8
Total	110	100

.../45

Questions 12 and 13 (see appendix) which dealt with the major problems that prevent teachers from participating in curriculum development and suggestions of ways by which teachers should be involved are summarised as follows:

a. Lack of invitation of teachers by the (16 teachers 15 percent) curriculum development center.

b. Lack of communication between teachers (21 teachers 20 percent) and curriculum developers.

c. Absence of regional and Awraja (district) sub-curriculum development centers which serve as a link, (6 teachers, 5 percent) between teachers and the curriculum development center.

d. Shortage of competent teachers (8 teachers 7 percent)

e. Lack of coordination between Tearcher Training Institutes and Curriculum Development Center. (21 teachers, 20 percent)

f. Low pay of teachers (10 teachers, 9 percent).

g. Engagement of teachers in different activities of the community. (6 teachers, 5 percent)

h. Low standard of training in the teacher training institutes. (12 teachers, 11 percent)

Furthermore, upgrading teachers in their profession, workshops and seminars and strengthening the Awraja (district)

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pedagogical centers were suggested by all respondents as best avenues for involving teachers in curriculum development.

2. Report On Teachers' Responses On Curriculum Implementation

Asked on the requirements of effective implementation of a curriculum by elementary school teachers eighty six teachers (78 percent) responded that the best requirement is the preparation of teachers by curriculum development center prior to implementation. Fourteen teachers (13 percent) indicated that control and evaluation of the curriculum is also another requirement for teachers to be effective implementers. The remaining eight teachers (7 percent) did not respond at all. This is clearly shown in table X.

TABLE X

Reactions Of Teachers On The Requirements Of Effective Implementation By Elementary School Teachers

Item	Number of Teachers	Percent
Guidance by supervisors	2	2
Control and evaluation by teachers	14	13
Preparation of teachers prior to implementation	86	78
No response	8	7
Total	110	100

.../47

The following table reveals to what extent teachers know the right people who eventually excute the curriculum. Accordingly, ninety-three (85 percent) of the respondents identified teachers as the sole implementers of the curriculum. Twelve teachers (11 percent) indicated that the administrator, the teacher and the director also must play a significant role in curriculum implementation. Furthermore one teacher (1 percent) and four others (4 percent) indicated that the administrator and the director are also good agents of curriculum implementation respectively.

TABLE XI

Responses Of Teachers Concerning Agents Of Curriculum Implementers

Item	Number of Teachers	Percent
The Administrator	1	1
The Teacher	93	84
The Director	4	4
All	12	11
Total	110	100

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According to the following table, ninety teachers (82 percent) considered that to follow the curriculum, making adjustments based on pupils needs backgrounds, and situations was the proper task of teachers. Takihg specific steps to ensure that the curriculum is implemented effectively as the proper task of teachers was indicated by twenty teachers (18 percent). The items "to work on his own to cover as much content as possible" and "deletion from the content what he doesn't know" had no responses at all.

TABLE XII

Responses Concerning The Role of Teachers

As Curriculum Implementers

Item	Number of Teachers	Percent
To work in his own to cover as much content as possible	-	-
Ensure that the curriculum is implemented effectively	20	18
Delete from the content what he doesn't know	-	-
Follow the curriculum making adjustments	90	82
Total	110	100

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Table XIII shows the reaction of teachers to the ways in which teachers can be prepared to carry out effective implementation. The responses of teachers were found to be fairly distributed among each choice of the item. As the result of which thirty teachers (27 percent) preferred pre-service and in-service training as the best means of preparing teachers as effective implementers. Only twenty-eight teachers (25 percent) indicated the importance of workshops and seminars as the best methods of preparing teachers to be effective implementers while another thirty-nine teachers (35 percent) considered resource centers as the best places for the preparation of teachers. In addition, seven teachers (7 percent) confirmed that all are good techniques to prepare teachers as effective implementers while six teachers (6 percent) did not respond at all.

TABLE XIII

Responses Of Teachers Concerning The Ways By Which Teachers Can Be Prepared As Effective Implementers

Item	Number of Teachers	Percent
Pre-service and In-service training	30	27
Workshops and seminars	28	25
Resource Centres	39	35
All	7	7
No Response	6	6
Total	110	100

.../50

As shown in the following table seventy-nine teachers (72 percent) identified the Awraja Pedagogical centers as conducive centres for teachers to carry out their implementation task. Higher Kebele* offices and teachers club were also favoured by eighteen teachers (16 percent) and thirteen teachers (12 percent) as the best avenues for teachers in curriculum implementation respectively.

TABLE XIV

Reaction Of Teachers On The Best Avenues For Teachers In Curriculum Implementation

Item	Number of Teachers	Percent
Awraja Pedagogical Centers	79	72
Higher Kebele* Offices	18	16
Teachers Club	13	12
Total	110	100

Table XV shows the responses to the question "A well planned implementation strategy involves." The response to the "orientation of all programme users including teachers about the programme prior to implementation" was favoured by one hundred and four teachers (94 percent).

* The smallest administrative unit of urban dwellers' association.

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On the other hand six teachers (6 percent) indicated that a well-planned of implementation involves dispatching the material through the hierarchical order. Sending only supervisors for a check up was not considered as good strategies of implementation by any one of the respondents.

TABLE XV

Responses Concerning Strategies Of Implementation

Item	Number of Teachers	Percent
Dispatch curriculum materials through hierarchical order	6	6
Orientation of all programme users prior to implementation	104	94
Sending only supervisors for a check up	-	-
Total	110	100

Respondents were asked to identify the effect of a well-implemented curriculum on the teaching/learning situations. As shown in the following table sixty-six teachers (60 percent) said that the effect of curriculum implementation is mainly behavioral change in the learners. Another forty-four teachers (40 percent) also indicated that the effect can be measured by the coverage of contents of the curriculum. There was no reaction on the performance of students on national examination as the effect of curriculum implementation.

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TABLE XVI

Reaction Of Teachers On The Effect Of Curriculum Implementation

Item	Number of Teachers	Percent
Behavioral change in the learners	66	60
Coverage of contents	44	40
Performance of student on national examination	-	-
Total	110	100

As shown in the following table teachers were asked for their opinion about the appropriate task of the curriculum specialist in facilitating the implementation of curriculum. Hence, ninety-seven teachers (87 percent) stated that to follow official guidelines and directives using his expert judgement is his appropriate task. Six teachers (6 percent) also identified that following his own path without any assistance as the task of the curriculum developer. The item "curriculum implementation is outside his jurisdiction and therefore should be indifferent" has no responses at all. Furthermore 7 teachers (7 percent) reported that all are appropriate tasks of the curriculum specialist.

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TABLE XVII

Reactions Of Teachers On The Task Of The Curriculum Specialists

Item	Number of Teachers	Percent
Should follow his own path because he is the most knowledgeable person	6	6
Should follow office guidelines and directives using his expert judgement	97	87
Curriculum implementation is outside his jurisdication and therefore should be indifferent	-	-
All	7	7
Total	110	100

Table XVII reveals the intensity of the problems which teachers face during curriculum implementation. According to the data gathered from the responses, sixty-nine teachers (63 percent) reported that the most serious problem in curriculum implementation is that the materials are not sent in time. The remaining forty-one teachers (37 percent) indicated that the inadequacy of materials included in the curriculum create serious problems during the implementation stage of a curriculum.

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TABLE XVIII

Reactions Of Teachers On The Problems Encountered During Implementing The Curriculum

Item	Number of Teachers	Percent
Programme materials are not sent on time	69	63
Disagreement between teachers and headmasters in executing the curriculum	-	-
Inadequacy of materials included in the curriculum	41	37
Total	110	100

Respondents were asked to identify one of the activities in which teachers are less engaged. According to the responses shown in the following table seventy-two teachers (65 percent) reported that they are less involved in the supply and distribution of the materials. On the other hand, thirty-two teachers (31 percent) said that they are also less involved in controlling and evaluating the activities of the programme.

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TABLE XIX

Responses Concerning The Curriculum Implementation Activities On Which Teachers Are Less Involved

Item	Number of Teachers	Percent
Controlling and evaluating the programme	32	31
Assessing students achievements	5	4
Supply and distribute materials	73	65
Total	110	100

Concerning question 11 (see appendix) which asked about their suggestion on how teachers overcome curriculum implementation problems, almost all respondents indicated that adequate orientation about the curriculum must be given to all concerned educationists.

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CHAPTER IV

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusion

The tasks of curriculum development and implementation are so important and complex that they must not be left to individual agencies or schools. They require the cooperative effort of professional educators and public leaders. They also require the establishment of rationale, or guidelines, on which various aspects of curriculum decisions, including those on selections and standardization or training content can be made."

On the basis of valid response obtained from the teachers the following conclusions have been made:

1. The highest number of respondents, ninety teachers (82 percent) stated that they have not been involved in the curriculum development. This shows that the curriculum development center have not been able to involve teachers at all stages of development. If such kind of involvement is not ensured by the curriculum development center, the success of the curriculum and consequantly the quality of education will be threatened.

2. According to the responses, sixty-nine teachers (63 percent) reported that the most serious problem in curriculum implementation is that materials are not sent in time.

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Even if books and equipment are actually been received in time, teachers are not informed about their arrival.

3. In order to increase the participation rate of elementary school teachers in curriculum development, they must be up-graded in their profession from time to time.

Curriculum does not simply emerge as a plan evolved in the minds of experts only. It requires the participation of qualified and competent teachers who can understand better the social, political and economic problems of the society.

4. There is no efficient communication among the curriculum development center, teachers training institutes and the teachers. This means that, the teacher training institutes do not incorporate the elementary school curriculum into their programmes and do not make follow ups. On the other hand, the curriculum development center does not involve teachers in the process of curriculum development. As far as working relationship between the teachers training institutes and the curriculum development center is concerned, there is no teacher education panel which prepares the curriculum for the teacher training institutes.

5. The Awraja Pedagogical centers are considered as conducive environments for teachers to carry out their implementation task properly. This idea was supported by seventy-nine teachers (72 percent).

6. Despite lack of invitation of teachers by curriculum development center, the majority of teachers know their duties and responsibilities in the area of curriculum development. According to the report of the findings, one hundred and one respondents (92 percent) confirmed that the identification of issues that need revision and providing feed-back for further improvement of the curriculum to be their primary professional duty.

7. Concerning curriculum implementation, elementary school teachers are not given the necessary orientation about instructional objectives of the curriculum. They are simply assigned to teach what ever is included in the curriculum without prior preparation for enriching it, for they don't know the content very well before implementation. This undoubtedly shows that, before any curriculum innovation is put into practice proper orientation must be given to teachers. To this effect eighty-six teachers (78 percent) indicated that the best requirement is the preparation of teachers by curriculum development center prior to implementation.

8. Thirty teachers (27 percent), thirty-nine teachers (35 percent) and twenty-eight teachers (25 percent) stated that teachers can be prepared as effective implementers through pre-service and in-service training, resource centers and workshops and seminars respectively.

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9. From the report of the findings, ninety-three (85 percent) of the respondents indentified teachers as the sole implementers of the curriculum. Although teachers are the ones who eventually execute the involvement of all people who are directly or indirectly related with the teaching learning situation is essential. Those who should take part in the implementation phase of the curriculum include students, teachers, head-masters, supervisors, administrators, curriculum developers and community representatives. Furthermore they also need to evaluate the curriculum.

Recommendations

On the basis of the findings and conclussions of the study, the following recommendations are made:

A. Involvement

1. To strengthen the success of the curriculum and raise the quality of education all competent and qualified elementary school teachers must be involved at all stages of curriculum development.

B. Distribution of books and Equipment

2. The mechanism should be streamlined to provide a means of checking that the books and equipment are actually been received in time.

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3. Teachers should be informed of the presence of the books and equipment in the schools so that they make use of them.

C. Preparation of Teachers

4. Teachers should be prepared as effective implementers through pre-service and in-service training, frequent workshops and seminars and resource centers (Awraja Pedagogical Center).

I. Pre-service training

In effect, pre-service training institutions must be conversant with the activities of the curriculum development centers. It may in fact be more realistic to include elementary school curriculum in the elementary school teachers' courses. That is, the trainees should be made to work through the entire curriculum of the elementary schools carrying out all the experiment and exercises which school pupils are expected to carry out. One can predict that if the trainees have already worked through the curriculum of elementary schools, and have presumably encountered most of the problems that may arise in the training programme, they are likely to feel more confident in their ability to shoulder their professional responsibilities.

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II. In-service training

A continous and a comprehensive programme of in-service training for all teachers of elementary schools should be embarked upon to continously equip them with new approaches and techniques.

III. Immediate steps should be taken to increase competent and qualified permanent staff at the Awraja (district) Pedagogical Centers. The establishment of branch Awraja Pedagogical Centers must be strengthened in all elementary schools step by step.

D. Communication

5. There is a need to improve communication on curriculum innovation among the curriculum development center, the teacher training institutes and schools. A curriculum bulletin or a news letter is suggested for this purpose.

E. Evaluation

6. For the purpose of future formative and summative evaluation of the curriculum, the Evaluation and Research Unit of the Curriculum Development Center should be strengthened and be staffed by qualified people. Within their courses that are given, a programme of training in evaluation techniques for teachers, headmasters and supervisors should be embarked upon so that the success in curriculum implementation can be monitored at all levels.

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APPENDIX

Questionnaire Prepared For 12 Selected Government Elementary School Teachers In Addis Ababa

Messege

The main purpose of the survey is to examine the role of elementary school teachers in curriculum development and implementation. Hence, the questionnaire is prepared to get teachers' reaction on the issue.

Direction

The questionnaire has three sections. The first section is designed to find out the background information about respondents. The items are general descriptors. The purpose of the second section of the questionnaire is for obtaining relevant information on the role of teachers in curriculum development. The third section deals with teachers' role in curriculum implementation. Therefore;

1. Please indicate the answer you consider best by circling the letters of each choice.
2. Don not write your name on the questionnaire.

Section One

Background Information

1. Name of the school _____
2. Zone _____

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3. Sex _____

4. Teaching experience _____ years.

5. Qualifications:

   a. Teacher Training Graduate - 10 + 2, 12 + 1, 12 + 2

   b. College Graduate - M.A., B.A., 2nd year college 3rd. year college

Section Two

Curriculum Development

1. Identify the people who should be involved in curriculum development.

   a. Curriculum experts only

   b. Curriculum experts and intellectuals only

   c. Curriculum experts, teachers and community representatives

   d. Others (please indicate) _____

   _____

2. Have you ever been involved in curriculum development?

   a. Yes

   b. No

3. If your answer is yes, how was your involvement?

   a. Through your union representatives

   b. Through questionnaires only

   c. Through personal participation in seminars and workshops

   d. Others (please indicate) _____

   _____

4. If your answer is no, what are the reasons.

   a. I have not been invited at all

   b. I refused to participate due to lack of competence

   c. I do not agree with the idea that teachers should be involved in curriculum development.

   d. Others (please indicate) _____

   _____

5. At what stage do you think teachers should be involved in curriculum development?

   a. At the initial stage

   b. At the intermidate stage

   c. At the implementation stage

   d. Others (please, indicate) _____

   _____

6. Which of these do you think is the most effective way of guarnteeing teacher participation in curriculum development process?

   a. Through union representatives

   b. Through personal participation in seminars and workshops

   c. By selecting experienced teachers to work with curriculum experts.

   d. Others (please, indicate) _____

   _____

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7. How is your relationship with the curriculum development center?

   a. Very closely related in all stages of curriculum development.

   b. Loosely related only when new programmes are designed

   c. Not related at all

   d. Others (pleaee, indicate) _____

   _____

8. Which of these do you think will increase the participation rate of elementary school teachers in curriculum development?

   a. Give more responsibility to teachers to perform their job by themselves.

   b. Up-grade teachers in their profession

   c. Encourage teachers to play active role in community activities.

   d. Others (please, indicate) _____

   _____

9. Which of these factors justify more the participation of elementary teachers in curriculum development?

   a. They know the interests of the children

   b. They understand the nature of the environment.in which the children are growing and developing.

   c. They are the people who will eventually implement the curriculum.

   d. Others (please, indicate) _____

   _____

10. One of the important roles of teachers in curriculum development is:

    a. Identifying the issues that need revision or provide feedback and evaluation for further improvement.

    b. Preparing students for examination by suggesting subject matter area, that are easy to test.

    c. Following the curriculum strictly.

    d. Others (please, identify) _____

    _____

11. The teachers who should be involved in curriculum development must be

    a. Competent in the subject matter

    b. Experienced in setting out tests

    c. Highly sociable and popular

    d. Others (please, identify) _____

    _____

12. Mention the major problems that prevent teachers from participating in curriculum development.

    _____

    _____

    _____

13. Suggest ways and means by which teachers should be involved in curriculum development.

    _____

    _____

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Section Three

1. An effective implementation of a curriculum by the elementary school teachers requires
   a. Proper guidance by supervisors
   b. Control and evaluation by each teacher
   c. The preparation of teachers by curriculum development center prior to implementation.
   d. Others, (please, indicate) _____

      _____

2. Which of the following people must play a significant role in curriculum implementation
   a. The administrator
   b. The teacher
   c. The director
   d. Others (please, indicate) _____

      _____

3. The proper task of the teacher as curriculum implementer is
   a. To work in his own way so as to cover as much content as possible.
   b. To take specific steps to insure that the curriculum is implemented as envisaged.
   c. Delete from the content what he does not know.
   d. To follow the curriculum making adjustments based on pupils needs, background and situations.

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4. The preparation of teachers for effective implementation can be undertaken by any one of the following ways. As an implementer identify the best one.

   a. Pre-service and in-service training.

   b. Workshops and seminars

   c. Resource centers
   d. All
   e. Others (please, indicate) _____

   _____

5. Which of these would provide the best avenue for teachers in curriculum implementation?

   a. Awraja pedagogical centers

   b. Higher Kebele offices

   c. Teachers club

   d. Others (please, indicate) _____

   _____

6. A well - planned implementation strategy involves

   a. Dispatch the curriculum material through the hierarchical order.

   b. Orientation of all program users including teachers about the programme prior to implementation.

   c. Sending only supervisors from the curriculum development center for a check-up.

   d. Other (please, indicate) _____

   _____

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7. Effective curriculum implementation mainly implies

   a. Behavioral change in the learners

   b. Coverage of contents

   c. Performance of students on national examinations

   d. Others (please, indicate) _____

   _____

8. Which of these do you think is the most appropriate task for the curriculum specialist in facilitating implementation of curriculum?

   a. Should follow his own path, because he is the most knowledgeable person.

   b. Should follow official guidelines and directives using his expert judgement.

   c. Curriculum implementation is outside his jurisdiction and therefore should be indifferent.

   d. All of the above

   e. Others (please, indicate) _____

   _____

9. Which of these do you think is the most serious problem in curriculum implementation?

   a. That the programme materials are not sent in time

   b. The disagreement between teachers and headmasters in excuting the curriculum.

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c. The inadequacy of materials included in the curriculum.

d. Others (please, indicate) _____

_____

10. In general elementary school teachers should be involved in all curriculum implementation activities but less so in:

a. The controlling and evaluating the programme.

b. In the assessement of students achievements

c. In the supply and distribution of the materials.

d. Others (please, indicate) _____

_____

11. Please, suggest to teachers ways and means of overcoming curriculum implementation problems.

_____

_____

_____

_____

_____